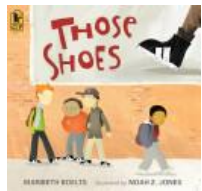


Grade 4 Integrated Language Arts Unit	
Lesson 2: Wants and Needs	
<p>Connections to Financial Literacy</p> <p>This unit will “[give] our students the critical skills they need to navigate an increasingly complex global financial and economic system.” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 5)</p> <p>In this lesson, students develop their understanding about:</p> <ul style="list-style-type: none"> • “wants and needs” • how “wants and needs” may change in different socio-economic and cultural contexts • the influence of media on our perceptions of “wants” and “needs” • the correlation between poverty and homelessness • concept of “privilege” • the concept of “living within one’s means” 	<p>Lesson 2 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Oral Communication ○ Reading ○ Writing ○ Media Literacy • The Arts <ul style="list-style-type: none"> ○ Drama ○ Visual Arts
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Oral Communication</p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Active Listening Strategies</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p>
<p>Reading:</p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	<p>Demonstrating Understanding</p> <p>1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea</p>

	<p>Making Inferences/Interpreting Texts 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts as evidence</p> <p>Extending Understanding 1.6 extend understanding of texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Point of View 1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p>
<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>Research 1.3 gather information to support ideas for writing, using a variety of strategies and oral, print and electronic sources</p> <p>Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>2.5 identify their point of view and other possible points of view and other possible points of view on the topic, and determine whether their information sufficiently support their own view</p> <p>Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions</p>
<p>Media Literacy 1. demonstrate an understanding of a variety of media texts</p>	<p>Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts</p> <p>Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p>Responding to and Evaluating Texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their</p> <p>Point of View 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used</p>

<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p>Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>
<p style="text-align: center;">The Arts</p>	
<p>Overall Expectations:</p>	<p>Specific Expectations:</p>
<p>Drama B1. apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories</p> <p>Visual Arts D1. apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<p>Creating and Presenting B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work</p> <p>Creating and Presenting D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic D1.3 use elements of design in art works to communicate ideas, messages, and understandings</p>
<p>Learning Goals</p>	
<p>At the end of this lesson, students will know, understand and/or be able to...</p> <ul style="list-style-type: none"> • identify the purpose and audience for specific texts; • understand how media influences perceptions about “wants” and “needs”; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • use a graphic organizer to collect and organize their ideas; transfer information from the graphic organizer to synthesize and consolidate their understanding; use the Arts as a means of sharing their understanding of “wants” and “needs”. 	

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>For success in this lesson, students should have had previous exposure/ instruction in the following areas:</p> <ul style="list-style-type: none"> questioning texts; understanding purpose and audience; viewing and creating effective Mind Maps; features of public service announcements. 	<ul style="list-style-type: none"> excess living conditions peer pressure greed media messages earning allowance spending within means privilege 	<p>Minds On</p> <ul style="list-style-type: none"> <i>This Is My House</i>, by Arthur Dorros Chart paper <p>Action</p> <ul style="list-style-type: none"> Grade 4 BLM 2-1: Speech Bubble Grade 4 Appendix 2-1: Image of Needs Grade 4 Appendix 2-2: Image of Wants - Excessive <i>Those Shoes</i> by Maribeth Boelts <i>Moir's Birthday</i> by Robert Munsch Document camera Magazines Glue, scissors Construction paper LCD projector Computer with Internet access <i>It's Got to be Earned</i>: Weblink: http://www.youtube.com/watch?v=HmvqOz86M_s&feature=relmfu Flip camera or video recording device if available <p>Consolidation</p> <ul style="list-style-type: none"> Paper for mind maps Markers <p><i>Those Shoes</i> by Maribeth Boelts ISBN-10: 0763642843 ISBN-13: 978-0763642846</p> 

		<p>Synopsis:</p> <p>All Jeremy wants is a pair of those shoes, the ones everyone at school seems to be wearing. But Jeremy's grandma tells him they don't have room for "want," just "need," and what Jeremy needs are new boots for winter. When Jeremy's shoes fall apart at school, and the guidance counselor gives him a hand-me-down pair, the boy is more determined than ever to have those shoes, even a thrift-shop pair that are much too small. But sore feet aren't much fun, and Jeremy comes to realize that the things he has — warm boots, a loving grandma, and the chance to help a friend — are worth more than the things he wants.</p> <p><i>Moir's Birthday</i> By Robert Munsch</p> <p>ISBN-10: 0920303838</p> <p>ISBN-13: 978-0920303832</p>  <p>Moir wanted to invite all the students, grades K through 6, to her birthday party. Neither of her parents thought this was a good idea and limited her to six kids. She went to school and invited six, but friends who were not invited begged to be included. By the end of the day, all of the students in grades K through 6 are included in the birthday invitation.</p>
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Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:**

Teacher refers to picture book **This Is My House** by Arthur Dorros for a whole class discussion.

- Students reflect on and share their key learning from the book.
- Teacher directs students to focus their attention to the page for the U.S.A. where the car is a house (i.e., *"This is where I live right now. My family is staying in our car. We will move into a house when we can."*) If available, use a document camera to facilitate discussion related to the page.

In a large group, ask students to:

- articulate any surprises, questions or connections to this particular page in the book
- Teacher captures student thinking to create an anchor chart
- Whole class discussion to debrief chart

In small groups (3-5), students use their previously generated lists of Wants and Needs (i.e. Lesson 1 Consolidation) to discuss the following question:

Would the wants and needs you identified be met in these living conditions?
Explain how your needs and wants might change if you lived in a car.

- Students share their thinking with the whole class. Teacher encourages students to listen to each other and paraphrase what other students are saying. (accountable talk)

A for L Assessment **for** learning

Teachers will be able to assess students' prior knowledge regarding homelessness. This is an opportunity for him/her to build background knowledge as required.

On Chart paper, teacher records:

Questions	Surprises	Connections

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description**Notes to teacher:**

Note to teacher: This part of the lesson might take 3 to 5 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.

The goal is to use a variety of texts to further explore and deepen students' understanding around the concept of "Wants" and "Needs".

Questions/prompts are included to help deepen students' understanding through various reading expectations.

Critical Challenge:

(This will be explored over the next few days through the examination of different texts.)

Why is it important for us to know the difference between needs and wants? (e.g., to align our understanding with our actions; to have realistic expectations of what we can afford and what we cannot afford; to adjust our actions to suit our personal circumstances)

How does this understanding affect our actions and the decisions we make about spending?

How would not understanding the difference between needs and wants make our lives more difficult?

- a) Teacher read aloud #1: *Those Shoes* by Maribeth Boelts
- b) Teacher read aloud #2: *Moira's Birthday* by Robert Munsch

Small group student discussion about the texts.
(Accountable Talk)

Questions to generate student thinking might include:

- *What is the author's message?* (Teacher highlights certain illustrations for students to examine and help identify author's intent and message.)
- *What does the author want you to believe about this text?*
- *Is there another perspective that is not highlighted in this text?*
- *Tell about a time when you were in a similar situation as the main character. How did this make you feel?*
- *What did you learn from this text?*

In small groups, students reflect on and discuss the following questions. These questions should be asked after the teacher has read both texts:

- How are the two main characters in *Those Shoes* and *Moira's Birthday* the same and different?
 - What do you think is motivating/causing the two main characters to behave in certain ways (to want what they want)? (*Possible responses: greed, fitting in with peer groups*)
 - What connections can you make to these texts?
- c) Teacher uses graphic texts to depict the visual representation of "wants/excess" and "need". (*Appendices: 2-1, 2-2*)
- Using a document camera or printed coloured copies ask students to work in pairs to closely examine and discuss each graphic text.
 - Have students consider: *What do these texts mean? What is the purpose of this text? What is the author's message? Who is served by this text? Who is missing from this text?*
 - For each graphic text, the pairs of students write a caption in each speech bubble (**BLM 2-1: Speech Bubble**) to convey their understanding of each text.



Differentiated Instruction.

When creating groups of students to work together, the teacher should consider the needs and strengths of each student, and carefully pre-select groups to support success for all.

- Teacher displays each image at the front of the room and asks students to add their speech bubbles around each image. This will create a collage effect.
- Students are then invited to read the displayed collages (*all the speech bubbles*) for both graphic texts to determine emerging messages.
- Questions to consider:
What do the words and images in the collages tell us about “needs” and “wants”?
How does the media impact our understanding about what we need and what we want?

- d) Give students an opportunity to discuss and share media influences. (The teacher may wish to capture thinking on chart paper.

Prompt:

In small groups, create a collage using advertisements from magazines that illustrate how the media is trying to convince you that you “need” specific things.

Think of other examples of media messages that tell you that you “need” certain things.

- e) Teacher asks questions about spending related to earning.
How do you earn money? (e.g., chores, allowance, monetary gifts for special occasions)
On what do you spend your money? Who pays for your “wants”? Who pays for your “needs”?

Teachers may wish to discuss the concept of “privilege” to remind students that life experiences of children around the world vary significantly.

- f) Using the YouTube clip - *It's Got to be Earned*

http://www.youtube.com/watch?v=HmvgOz86M_s&feature=relmfu

- Students turn and talk to an elbow partner about the message conveyed in the video clip.

A_{for}L Assessment **for** learning

The collage will become a text unto itself. Have students reflect and discuss on the collage as a whole.

Teachers are able to assess students' ongoing understanding of learning goals by listening in to students' conversations and by their responses to questions

A_{of}L Assessment **of** learning

Teachers are encouraged to record anecdotal notes of observations and conversations of student learning during group work and discussions.

A_{as}L Assessment **as** learning

Opportunity to co-construct criteria for “What makes a good Public Service Announcement?” e.g.

- Appeals to the target audience
- Gives a clear message or teaches a lesson to the audience

A_{for}L Assessment **for** learning

If possible, use a Flip Camera/video recording device, to capture the dramatizations which will be used for assessment for and of learning.

- Teacher asks students to work in groups of 3 - 4 to create a Public Service Announcement for their peers about the need to live within our means and to be mindful about needs and wants related to spending. Students present their dramatizations and other students observe to identify the message.

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Lesson Description

Notes to teacher:

After the examination of all the texts which will occur over several days, teacher and students will make connections to the new learning.

Student Discussion of Thinking

- Students reflect on their learning from the speech bubble collages and the recorded video-taped dramatizations of the Public Service Announcements and engage in class discussion about **the Critical Challenge** (see Lesson 1: Action)

Teaching Emphasis - It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):

- 'wants' and 'needs';
- how 'wants' and 'needs' may change in different socio-economic and cultural contexts;
- the influence of media on our perceptions of 'wants' and 'needs';
- the correlation between poverty and homelessness;
- concept of privilege;
- the concept of living within one's means.

Assessment as learning

Teacher is encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

After reviewing their own videos, the students can use the criteria chart to give themselves descriptive feedback. Students refer to the success criteria and make necessary additions and/revisions.

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

- Have you ever wanted something so badly that you believed you needed it?
- Does everyone need the same things?
- Do you think that adults need the same things as children?
- If there are differences, what are they?
- Do you think that children around the world need and want the same things as you do? Explain your thinking.

Highlights and Summary

- Teacher asks students: **What have you learned thus far?**

Independent Task:

- Students create a Mind Map to illustrate their understanding of the learning goals above.

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